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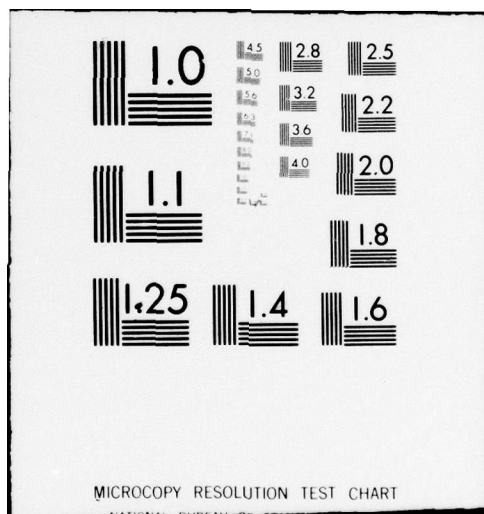
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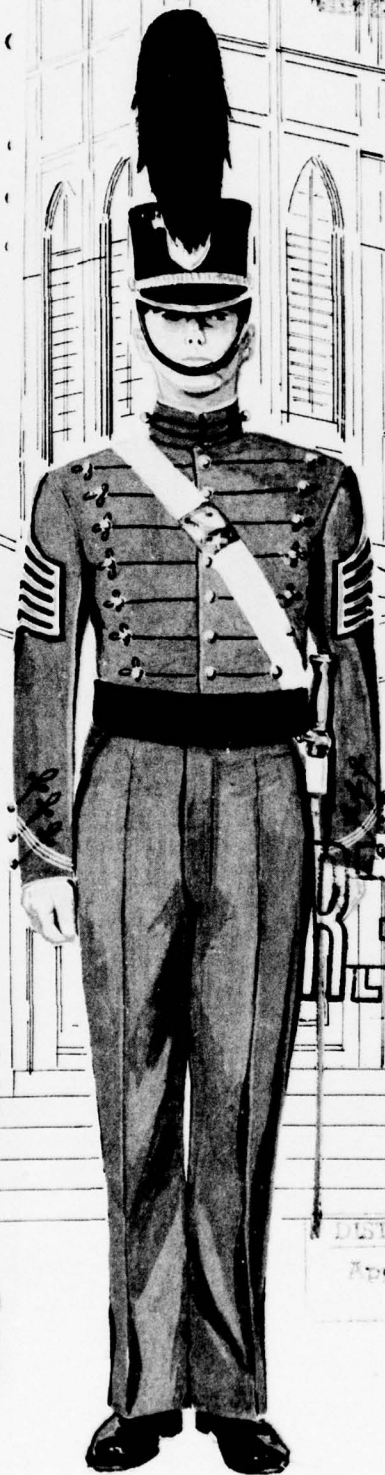


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CLASS OF 1979

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6 NEW CADETS AND OTHER COLLEGE FRESHMEN
CLASS OF 1979

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Report No. 1B4.03-76-010
Project No. 10
Prepared by Mr. John W. Houston
March 1976

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ABSTRACT

This report compares new cadets at USMA in the Class of 1979 with other entering freshmen at institutions in the following norm groups: all 4-year colleges, highly selective 4-year colleges, private universities, and public universities. The American Council on Education's survey, which is the basis for this report, investigates data on secondary school and socioeconomic backgrounds, values, interests, and activity patterns.

NOTE: Any conclusions in this report are not to be construed as official U. S. Military Academy or Department of the Army positions unless so designated by other authorized documents.

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Typist: Mr. Dennis E. Reiss

THE NEW CADET: A SUMMARY IMPRESSION

The typical new cadet in the Class of 1979 is 18 years old and graduated from high school in June just before coming to West Point. His father has had some college, and his mother had some additional schooling after graduating from high school. His father most probably was a businessman, a skilled worker or a military careerist. His mother, if working outside the home, most frequently was a teacher or a businesswoman. He earned between \$500 and \$1,000 last year independent of his parents; and the total family income last year was between \$15,000 and \$20,000.

The new cadet had an average grade of "A-" in secondary school and took a college preparatory course. He believes that his high school program prepared him well in Mathematics and Science. He applied to, and was accepted by, at least two other colleges. He plans to earn a master's degree. His reasons for selecting the United States Military Academy were the good academic reputation, aid in obtaining a better job, and the financial assistance and the special educational program offered.

His current political preference is "middle-of-the-road." He feels women should get job equality; colleges should use the same degree standards for all; the wealthy should pay more taxes; and the Federal Government should discourage energy use and do more in controlling pollution.

As long run objectives he hopes to be an authority in his field, develop a philosophy of life, raise a family, keep up with political affairs, and help others in difficulty.

PREFACE

The United States Military Academy, in July 1975 participated for the tenth time in the American Council on Education's (ACE) annual survey of the characteristics of students entering college as first-time, full-time freshmen. The major purpose of this ACE survey is to determine how students are affected by the college they attend; at the same time, it provides valuable comparative data about various subgroups in the population of American college freshmen. West Point's participation in the survey permits a comparison of entering Plebes with norms for other freshmen male students and with norms for groups of schools with specific institutional characteristics.

On 7 July 1975, 1433 young men entered West Point as the Class of 1979. Of this entering group, 1424 completed the ACE survey during the first week of New Cadet Training. Out of the group that was tested, 264 reported prior college experience. Since the national norms as published by the American Council on Education¹ deal exclusively with first-time, full-time freshmen, this report presents the opinions and characteristics of 1160 Plebes without prior college experience.

The ACE annual national norms survey collects data on secondary school and socioeconomic backgrounds, values, interests, and activity patterns.² A comparison of West Point cadets with norms for various types of undergraduate institutions highlights the unique aspects of the U.S. Military Academy student body and, as well, reveals similarities and differences between West Point and other groups of schools.³

Since the Federal Service Academies have a unique role in higher education, there are no exactly parallel reference groups available for comparison purposes. However, four reference or comparison norms of freshmen are used in this report: (1) all four-year colleges, (2) four-year public colleges with high selectivity, (3) private universities, and (4) public universities. The four-year colleges are those public and private institutions which primarily grant a bachelor's degree only. The four-year public colleges with high selectivity are those institutions with an ACT Composite of entering students in the approximate range of 25 to 28, and SAT Verbal plus SAT Math scores in the range of 1,150 to 1,249. Five service academies, as well as four other colleges, are included in this

¹The American Freshmen: National Norms for Fall 1975. Cooperative Institutional Research Program of the American Council on Education and the University of California, Los Angeles.

²The questionnaire is included as Appendix A.

³All of the questions in the original ACE 1975 Student Information Form, which in turn were reported to participant institutions on the Data Summary print-out, are included in this report with the following exceptions: (1) residence during Fall term, (2) highest degree planned here, (3) parent's religious preference, (4) source of finance for first year of undergraduate education, and (5) marital status.

norm group. All freshmen of both sexes are included in this norm group, while the other three norms shown are for male freshmen only. The private university-related colleges are those colleges under private control which are parts of universities, while the public university-related colleges fall under direct state and local government control. Universities are defined as institutions which give considerable stress to graduate instruction, which confer advanced degrees as well as bachelors' degrees in a variety of liberal arts fields, and which have at least two professional schools that are not exclusively technological.

The choice of a relevant comparison group for USMA is a judgment which should be based upon one's purposes for drawing comparisons. Four-year colleges provide a broad base for comparison, since they include all types of students. Highly selective four-year colleges and private universities provide a more selective base for comparison because of their generally more selective admissions policy and because they probably draw on the same population of high school graduates as USMA. Public universities are presented because cadets often indicate that their alternative choices for college come from this group. The ACE sample was selected to represent the national population of colleges in each category.⁴

Another factor which must be recognized is that all data are self-reported and in some instances are not entirely compatible, even with other self-reported information obtained during the same general period of time. No attempt has been made to independently verify any of the data in this report. Conclusions drawn from the report must be tempered accordingly.

The reader is referred also to a report on the biographical characteristics and achievements of the cadets who entered the Class of 1979.⁵

⁴A list of colleges incorporated in each of these norm groups is given in Appendix B.

⁵Houston, John W., Characteristics of the Class of 1979, Office of the Director of Institutional Research, September 1975.

I. BIOGRAPHICAL AND SOCIOECONOMIC CHARACTERISTICS

1. Age in years as of 31 December 1975:

	<u>USMA</u>	<u>4-year Colleges (Male)</u>	<u>4-year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
16 or younger	0.0%	0.1%	0.0%	0.1%	0.2%
17	2.6	2.6	3.1	2.8	5.4
18	79.1	73.3	83.2	77.5	81.0
19	15.4	19.4	12.4	17.1	12.5
20	2.3	2.1	0.9	1.2	0.7
21 or over	0.6	2.6	0.3	1.3	0.3

The age distribution of new cadets is very similar to the distribution for the other categories of institutions.

2. Racial Background:

	<u>USMA</u>	<u>4-year Colleges (Male)</u>	<u>4-year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Caucasian/White	91.7%	85.4%	94.6%	92.8%	92.7%
Negro/Black	5.8	11.3	3.1	4.6	3.6
American Indian	0.8	0.9	0.9	0.6	0.6
Oriental	1.0	1.0	1.4	1.7	2.0
Mexican-American/ Chicano	1.0	0.9	0.8	0.5	1.6
Puerto Rican- American	0.2	1.0	0.4	0.2	0.6
Other	0.7	1.7	1.8	1.2	2.1

Minority group representation in the Class of 1979 is greater than for all the norm groups except the levels in all 4-year colleges. Percents add to more than 100 since some students indicated they were from more than one racial background.

3. Current Religious Preference:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Baptist	12.3%	15.9%	7.2%	10.0%	6.2%
Congregational (U.C.C.)	1.9	1.7	1.8	2.1	1.4
Eastern Orthodox	0.4	0.5	0.5	0.6	0.8
Episcopal	5.5	3.1	4.8	3.4	3.8
Jewish	1.1	3.0	3.0	4.4	13.6
Latter Day Saints (Mormon)	0.6	0.2	0.4	0.2	0.1
Lutheran	7.7	5.8	5.9	7.4	3.3
Methodist	12.4	10.6	10.8	12.6	5.7
Muslim	0.1	0.3	0.1	0.1	0.3
Presbyterian	6.8	6.2	7.0	7.7	4.8
Quaker (Society of Friends)	0.0	0.2	0.2	0.2	0.2
Roman Catholic	35.5	29.1	41.5	28.1	39.7
Seventh Day Adventist	0.5	1.0	0.1	0.2	0.1
Unitarian-Universalist	0.5	0.3	0.5	0.4	0.5
Other Protestant	7.4	6.5	4.8	4.1	2.6
Other Religion	1.5	4.7	2.5	3.4	2.6
None	5.7	10.8	9.1	15.1	14.2

More cadets give their religious preference as Methodist than do any of the norm groups, except public universities, while Roman Catholic is given as a preference by more cadets than norms for all 4-year colleges and public universities. There are fewer Jewish cadets than in any of the norm groups, and fewer cadets have no religious preference than do other students.

4. Year Graduated from High School:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
1975	94.5%	93.6%	97.2%	95.4%	98.3%
1974	3.5	3.2	2.0	2.7	1.0
1973	1.5	0.8	0.4	0.6	0.2
1972 or earlier	0.5	1.6	0.3	1.0	0.2
H.S. Equivalency (GED)	0.0	0.5	0.0	0.3	0.1
Never Completed H.S.	0.0	0.3	0.0	0.1	0.2

More cadets entered college the same year of graduation from high school than did students at all 4-year colleges.

5. Distance from Home to College:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
10 miles or less	0.6%	15.3%	4.2%	16.3%	11.7%
11-50 miles	2.3	20.0	12.3	22.6	13.2
51-100 miles	6.9	14.2	13.8	19.2	8.1
101-500 miles	26.2	36.0	41.2	35.7	37.0
More than 500 miles	64.1	14.6	28.5	6.2	30.1

More cadets are from distances over 500 miles than are students from any of the norm groups. This is understandable in view of the nationwide system of Congressional nominations.

6. Parents' Highest Level of Education:

a. Father's Education

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Grammar school or less	3.5%	6.8%	3.2%	3.7%	3.1%
Some high school	7.9	12.6	8.8	8.4	5.8
High school graduate	22.9	27.7	25.6	25.6	17.2
Post-secondary other than college	4.4	4.0	4.8	4.1	3.2
Some college	14.4	14.1	14.8	14.4	13.1
College degree	24.8	18.3	24.3	24.2	25.5
Some graduate school	4.6	2.5	3.2	3.1	4.2
Post-graduate degree	17.4	13.8	15.2	16.6	28.0

b. Mother's education.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Grammar school or less	2.3%	4.1%	2.4%	2.4%	2.4%
Some high school	6.0	11.0	6.4	6.8	4.6
High school graduate	38.8	41.7	41.0	41.9	30.9
Post-secondary other than college	7.5	6.2	8.8	7.2	6.8
Some college	19.0	14.6	15.5	15.7	17.5
College degree	17.2	15.0	17.1	18.4	24.0
Some graduate school	3.1	2.2	2.7	2.4	3.7
Post-graduate degree	6.1	5.2	6.0	5.4	10.2

Approximately 47 percent of cadets' fathers had received college degrees (graduate and/or undergraduate), while another 14 percent had taken at least some college work. The median level of education for cadets' mothers is "Post-secondary other than college" while for public universities, all 4-year colleges and highly selective 4-year colleges it is "High school graduate." For private universities the median level of mother's education is "Some college."

7a. Father's Occupation

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Artist (incl performer)	0.7%	0.6%	0.7%	0.7%	1.0%
Businessman	26.6	28.3	25.9	31.0	37.0
Clery of Religious Worker	1.1	1.7	0.6	0.6	1.1
Doctor (M.D. or D.D.S.)	1.4	2.6	1.1	2.8	7.2
Educator (College teacher)	1.0	1.4	1.4	1.6	2.3
Educator (Secondary)	4.8	2.6	3.6	1.9	2.0
Educator (Elementary)	1.1	0.9	1.0	0.6	0.6
Engineer	8.4	6.0	11.2	10.6	8.9
Farmer or Forester	3.3	3.2	2.3	3.5	1.0
Health profession (non-M.D.)	1.1	1.1	1.0	1.4	1.3
Lawyer	1.0	1.6	1.3	1.8	4.1
Military Career	11.2	2.1	5.0	1.8	1.2
Research Scientist	0.1	0.5	0.6	1.1	1.3
Skilled Worker	13.8	16.3	16.1	14.6	9.2
Semi-skilled or Unskilled Worker	4.6	9.9	5.4	6.6	4.1
Unemployed	1.8	2.7	2.1	1.9	1.5
Other Occupation	18.3	18.6	20.6	17.5	16.0

Eleven percent of cadets had fathers who were military careerists, while none of the norm groups had more than five percent with fathers who had a military career.

7b. Mother's Occupation

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Artist (incl performer)	0.3%	0.7%	0.7%	0.7%	1.4%
Businesswoman	6.2	7.9	7.5	8.2	7.3
Clergy or Religious worker	0.1	0.1	0.1	0.1	0.1
Doctor (M.D. or D.D.S.)	0.0	0.2	0.1	0.2	0.4
Educator (College teacher)	0.1	0.6	0.5	0.6	1.2
Educator (Secondary)	3.5	2.1	2.4	2.3	2.8
Educator (Elementary)	4.6	4.3	5.4	4.2	4.9
Engineer	0.1	0.0	0.1	0.0	0.0
Farmer or Forester	0.2	0.2	0.1	0.2	0.0
Health profession (non-M.D.)	1.4	1.2	1.0	1.3	1.4
Lawyer	0.4	0.2	0.2	0.2	0.4
Military Career	0.1	0.0	0.0	0.0	0.0
Research Scientist	0.0	0.1	0.1	0.1	0.1
Skilled Worker	0.5	0.7	0.7	0.6	0.5
Semi-skilled or Unskilled Worker	1.8	4.2	2.3	2.4	1.3
Unemployed	9.6	10.0	7.0	9.0	8.1
Other Occupation	71.2	67.3	71.9	69.9	70.1

Distribution of occupations of mothers of cadets is very similar to the distribution for norm groups.

8. Personal Finances

a. Total income last year independent of parents.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
None	11.2%	9.8%	17.1%	7.9%	9.3%
Less than \$500	30.1	21.9	31.4	21.2	23.5
\$500-\$999	22.7	23.9	22.4	23.2	26.4
\$1000-\$1999	19.8	22.6	17.8	25.9	24.9
\$2000-\$2999	8.9	10.9	6.0	12.5	9.0
\$3000-\$4999	4.4	5.4	2.8	5.0	3.2
\$5000-\$9999	0.7	2.9	0.8	2.1	1.0
\$10,000 or more	2.2	2.6	1.8	2.1	2.7

b. Concern about financing college.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
No concern	94.3%	38.5%	49.7%	39.5%	39.6%
Some concern	4.5	45.3	37.2	46.8	46.9
Major concern	1.2	16.2	13.1	13.6	13.5

c. Financially independent of parents.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
This year	62.9%	18.8%	29.7%	10.6%	6.4%
Last year	7.3	10.5	4.7	6.9	4.1

9. Estimated Total Parental Income Last Year:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Less than \$3000	0.7%	3.6%	1.5%	1.8%	1.6%
\$3,000-\$3,999	0.8	2.0	0.9	1.0	0.7
\$4,000-\$5,999	1.5	4.1	2.3	2.2	1.7
\$6,000-\$7,999	2.8	4.8	3.4	3.0	2.1
\$8,000-\$9,999	3.7	6.1	4.5	4.4	3.1
\$10,000-\$12,499	12.1	12.1	11.6	9.9	7.1
\$12,500-\$14,999	14.1	12.8	13.3	12.2	8.6
\$15,000-\$19,999	22.5	18.7	22.3	19.4	15.9
\$20,000-\$24,999	17.9	13.0	18.6	16.2	14.7
\$25,000-\$29,999	10.4	7.4	9.2	9.5	9.5
\$30,000-\$34,999	5.6	4.7	5.5	7.3	8.1
\$35,000-\$39,999	2.7	2.9	3.1	4.0	5.2
\$40,000-\$49,999	2.4	2.9	2.0	3.6	6.3
\$50,000 or more	2.9	4.9	1.9	5.7	15.4

In private universities the median family income lies in the \$20,000-\$24,999 range, while for USMA as well as the three other norm groups the median is \$15,000-\$19,999.

II. SECONDARY SCHOOL GRADES

10. Average Grade in Secondary School:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
A or A+	29.3%	7.0%	18.5%	9.4%	25.4%
A-	25.0	10.0	20.8	13.6	22.0
B+	26.3	18.8	27.8	23.0	23.2
B	14.1	25.6	22.6	24.6	16.7
B-	3.7	16.6	7.1	14.4	7.1
C+	1.0	12.7	2.5	9.7	3.8
C	0.6	8.9	0.8	5.2	1.8
D	0.0	0.4	0.0	0.2	0.0

A larger proportion of Plebes reported average grades of "A" than did male freshmen for any of the norm groups.

11. High School Program:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
College Preparatory	98.5%	90.6%	97.6%	95.5%	97.8%
Other	1.5	9.4	2.4	4.5	2.2

A larger proportion of cadets took a college preparatory program in high school than did students in any of the norm groups.

12. High School Program Prepared Student Very Well In:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Mathematical Skills	55.9%	31.7%	47.0%	39.2%	53.2%
Reading and Composition	34.1	28.8	34.3	27.4	35.2
Foreign Languages	12.6	12.5	18.2	12.3	18.2
Science	45.4	36.8	41.6	41.4	48.4
History and Social Sciences	38.2	44.1	36.4	41.2	43.7
Vocational Skills	6.6	16.2	9.5	12.5	8.4
Musical and Artistic Skills	14.9	20.3	21.5	18.9	17.4
Study Habits	22.2	16.4	19.5	17.2	26.5

A larger proportion of Plebes believed their high school program prepared them very well in mathematical skills than did students in any of the norm groups.

13. Standardized Tests Taken:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
S.A.T.	92.1%	79.6%	89.9%	73.2%	93.4%
A.C.T.	68.5	50.9	51.0	74.7	56.6
P.S.A.T. (11th grade)	91.4	74.0	91.0	77.3	92.0

III. EDUCATIONAL AND CAREER ASPIRATIONS

14. Highest Degree Planned:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
None	0.6%	2.7%	1.0%	1.5%	0.7%
Associate (or equivalent)	0.0	1.5	0.1	0.9	0.2
Bachelor's Degree (BA, BS)	10.2*	32.4	26.8	33.0	15.7
Master's Degree (MA, MS)	46.4*	30.0	48.9	29.7	26.4
Ph.D. or Ed.D.	23.8*	12.1	15.6	13.0	18.8
MD, DDS, or DVM	9.3*	9.4	3.4	12.3	22.5
LLB or JD	8.2	7.5	3.0	7.8	14.1
BD	0.4	1.2	0.3	0.4	0.5
Other	1.1	3.1	0.9	1.5	1.2

The aspirations of cadets for graduate education are quite high; a larger proportion of new cadets desire a graduate degree at the master's level or above than freshmen in any of the norm groups. A surprisingly large number of cadets aspire to earn a doctorate, continuing a trend established by earlier classes. The percentage of new cadets interested in professional degrees (medicine, law, divinity), (17.9%), is higher than for the Class of 78 (15.7%).

*The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

15. Major Fields of Study:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Agriculture (incl Forestry)	0.3%	2.9%	0.2%	6.6%	0.5%
Biological Science	3.3*	8.3	5.1	9.0	14.3
Business	3.3*	19.9	3.0	19.1	15.8
Education	0.4*	6.5	15.3	3.0	1.0
Engineering	36.0*	12.7	28.4	19.0	18.6
English	0.2	1.1	1.1	0.6	1.4
Health Professions (non-MD)	0.2	1.6	3.3	2.0	0.4
History, Political Science	9.6	5.8	3.9	4.9	7.8
Humanities (other)	0.5	2.5	1.4	1.1	1.7
Fine Arts	0.6	5.6	6.1	6.4	5.7
Mathematics or Statistics	4.5	1.6	3.3	1.5	2.4
Physical Sciences	9.6	5.1	6.3	4.8	8.1
Social Sciences	2.0	5.1	5.8	3.6	4.4
Other Technical Fields	3.3	7.2	7.1	5.7	6.0
Other Non-technical Fields	19.1*	9.1	5.1	8.0	7.7
Undecided	7.3	5.3	4.6	4.5	4.0

The number of cadets marking "Other Non-technical Fields" (19.1%) is explained by the fact that "military science" was a sub-category of this area.

*The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

16. Probable Career Occupation:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Artist	0.3%	4.3%	3.7%	4.3%	4.9%
Businessman	1.8*	16.7	2.0	16.2	12.3
Clergyman or Religious Worker	0.4	2.2	0.2	0.2	0.7
College Teacher	0.0	0.8	0.5	0.6	0.8
Doctor (M.D. or D.D.S.)	5.0*	7.4	1.6	9.4	20.8
Educator (Secondary)	0.1	4.1	2.9	2.1	0.9
Elementary Teacher	0.1	0.8	4.1	0.3	0.1
Engineer	12.4	8.9	16.0	16.5	14.6
Farmer or Forester	0.2	3.7	0.7	6.0	0.7
Health Professions (non-MD)	0.3	5.0	7.7	6.4	2.6
Lawyer	4.1	6.7	1.8	7.1	12.4
Nurse	0.1	0.3	0.2	0.1	0.1
Research Scientist	1.5	2.8	2.3	3.6	5.6
Other Choice	64.4*	21.4	46.1	14.5	11.6
Undecided	9.4	14.8	10.0	12.6	12.0

"Other Choice" includes military career as a sub-category, thereby accounting for the large percentage in this category. A surprisingly large number of cadets nonetheless indicated engineering as their most probable occupation.

*The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

17. Choice of College (this college is):

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
First choice	86.3%	77.6%	81.0%	82.7%	77.4%
Second choice	10.5	17.9	14.9	14.2	17.5
Less than second choice	3.2	4.5	4.1	3.1	5.1

A larger proportion of cadets are attending their college of first choice than are students of any of the norm groups.

18. Number of College Applications

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
This College only	19.1%*	39.0%	16.5%	48.0%	18.8%
One other	21.0	20.3	20.2	21.4	16.7
Two others	21.2	15.6	21.4	14.7	16.6
Three others	12.8	11.5	19.7	8.3	16.0
Four others	11.4	6.4	11.1	4.0	12.6
Five others	6.3	3.6	5.3	1.8	8.4
Six or more	8.2	3.5	5.7	1.8	11.0

*The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

19. Number of College Acceptances:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
This College only	10.7%*	22.6%	9.5%	24.6%	8.4%
One other	33.8	32.3	29.9	36.5	25.0
Two others	24.9	22.6	26.9	21.6	24.9
Three others	13.2	12.5	18.6	10.3	19.0
Four others	9.2	5.7	8.4	4.1	11.6
Five others	3.1	2.1	3.3	1.5	5.2
Six or more	5.0	2.2	3.4	1.4	5.9

20. Accepted for Admission by:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
First choice college	76.3%	71.3%	79.3%	72.7%	69.5%
Second choice college	72.2	73.6	80.0	75.8	76.0
Third choice college	78.6	71.7	76.3	75.5	76.8

*The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

21. Reasons Noted as Very Important in Selecting This College:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Relative wanted me to go	12.7%	6.7%	7.5%	5.7%	6.7%
Wanted to live away from home	6.7*	13.9	17.5	14.4	20.4
College has a good academic reputation	88.9*	49.9	68.7	51.5	77.8
Teacher advised me	5.0	4.9	5.4	3.4	5.8
Offered financial assistance	49.0*	23.7	25.4	11.0	25.6
Low tuition	25.2*	17.9	28.6	22.9	1.9
Advice of someone who attended	17.9	18.3	17.4	14.5	15.2
Special educational program offered	57.7*	25.7	47.6	20.1	22.0
Could not get a job	0.9	2.6	1.2	1.4	0.5
Advice of guidance counselor	8.1	8.0	8.8	5.4	7.7
Wanted to live at home	0.3	8.5	2.8	8.8	4.4
A friend suggested attending	4.4	8.0	5.4	4.8	4.7
College's representative recruited me	11.8	8.1	4.5	2.2	3.9
It will help to get a better job	67.5*	49.9	56.6	44.8	43.6

The good academic reputation of the Military Academy was listed most frequently as very important in selecting it.

*The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

IV. ATTITUDES, OPINIONS, and OBJECTIVES

22. Current Political Preference:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Far left	0.3%	2.5%	1.2%	1.9%	2.4%
Liberal	17.9*	29.9	26.9	32.8	37.6
Middle-of-the-Road	49.7	48.7	54.2	49.1	41.7
Conservative	31.1*	17.9	17.1	15.4	17.6
Far right	1.0	0.9	0.5	0.7	0.8

USMA cadets as a group indicate a more conservative current political preference than do any of the norm groups shown.

*The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

23. Freshmen Views--"Proportion Agreeing Strongly or Somewhat":

	USMA	4-Year Colleges (Male)	4-Year Colleges High Selectivity	Pub U (Male)	Pvt U (Male)
Gov't not controlling pollution	78.8%	79.8%	81.4%	80.3%	82.1%
Gov't not protecting consumer	65.3	70.9	70.3	70.5	72.3
Gov't should help private college	47.6*	68.9	54.3	57.4	75.1
Need more grants, fewer loans	53.7	78.0	73.9	74.3	74.3
Too many rights for criminals	73.2*	60.0	55.5	59.0	53.8
Not obey laws against own views	23.2*	33.4	27.4	31.8	34.4
People should be paid equally	16.5	26.1	21.3	22.3	21.0
Live together before marriage	30.1*	49.8	42.8	52.5	52.6
Women's activities best in home	40.5*	37.6	25.2	31.5	27.7
Sex OK if people like each other	44.0*	60.7	47.8	65.7	62.3
Wealthy should pay more taxes	78.1	78.6	81.3	78.1	72.9
Should legalize marijuana	22.0*	47.6	39.5	51.9	52.2
Should discourage large families	68.1	62.4	61.5	67.1	65.6
Women should get job equality	90.2	88.7	93.8	90.8	92.0
Can do little to change society	45.0	50.7	47.0	50.5	48.8
Outlaw large campaign gifts	63.0	60.9	61.8	61.0	62.3
Young more idealistic than old	70.4	73.3	68.8	71.3	68.8
College officials have the right to regulate student behavior off campus	15.7	16.4	12.8	11.6	12.5
Young understand more about sex	51.2	59.3	56.8	58.8	55.1
Students should help evaluate faculty	73.3	72.3	74.9	74.9	75.4
College grades be abolished	16.7	25.1	17.1	23.1	20.6
De-emphasize organized sports	23.9	28.3	25.2	27.8	33.3
Regulate student publications	37.2*	34.0	27.2	25.5	20.8
College has right to ban speakers	32.5*	26.8	22.4	21.4	20.8
Give disadvantaged preferential treatment	26.9*	38.8	31.5	32.3	25.3
Students have right to ban speakers	50.4*	58.7	56.3	59.9	60.6
Adopt open admissions at public colleges	24.1	32.3	21.9	27.3	22.4
Use same degree standard for all	86.5	76.8	79.1	77.6	80.0
Fed. Gov't should discourage energy use	85.0	79.9	84.4	80.9	83.5

The views of new cadets on women's rights, college policies, and the role of government differ quite extensively from the views of freshmen in the norm groups. A smaller proportion of cadets than other freshmen think: students have the right to ban speakers; a couple should live together before marriage; and marijuana should be legalized. On the other hand, Plebes, more than other freshmen, felt: women's activities are best in the home; there is too much concern in the courts for the rights of criminals; and colleges have the right to ban speakers and regulate student publications.

*The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

24. College Expectations--"Proportion of Students Estimating the Chances as Very Good They Will":

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Get married in college	0.6%	5.4%	3.4%	5.6%	4.0%
Marry within a year after college	27.7*	17.1	21.4	14.9	12.4
Change major field	13.4	14.1	13.6	14.2	14.7
Change career choice	12.8	13.4	11.8	13.1	14.9
Fail one or more courses	1.6	2.8	2.7	2.2	1.8
Graduate with honors	16.4	12.1	12.8	12.7	21.0
Be elected to a student office	4.5	2.9	2.5	1.9	3.5
Join social fraternity	25.9*	16.8	21.0	15.5	21.1
Be elected to an Honor society	12.2	6.1	7.7	7.1	12.9
Drop out temporarily	1.7	2.0	1.3	1.4	1.2
Drop out permanently	2.8	1.2	1.6	0.6	0.6
Transfer to another college	4.2	13.8	8.2	8.3	4.9
Be satisfied with college	60.5*	50.5	58.7	50.9	61.8
Make at least a "B" average	44.6*	38.9	42.7	45.0	60.0
Need extra time to get a degree	4.6	5.0	5.3	4.7	3.3
Need tutoring in some courses	13.9	7.6	7.3	5.6	4.7
Work at outside job	0.6*	27.0	15.6	25.1	21.1
Seek vocational counseling	6.5	8.6	10.9	7.9	9.2
Seek individual counseling	10.4	6.7	7.2	5.1	5.5
Get a bachelor's degree	90.6*	72.2	87.7	77.4	85.5
Find job in own field after graduation	83.8*	59.3	66.0	60.5	61.9

Within the framework of a 4-year undergraduate education, students were asked to estimate the likelihood of occurrence of the items listed above according to the following estimates of occurrence: very good, some, very little, no chance. Proportions shown above represent only those individuals estimating chances of occurrence as very good for each item.

Cadets are not allowed to be married while attending the Academy; but the percentage of cadets who expect to marry within one year after graduation is much greater than for the norm groups.

25. Long-Run Objectives--"Proportion of Students Considering it Essential or Very Important To":

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Be an authority in my field	82.5%*	74.1%	71.7%	73.6%	74.9%
Obtain recognition from colleagues	53.9	47.2	48.5	48.3	52.3
Develop a philosophy of life	71.6	65.3	68.0	63.0	68.9
Raise a family	68.0*	57.8	61.0	52.5	57.4
Make a theoretical contribution to science	19.0	16.4	18.9	19.4	23.5
Keep up with political affairs	65.9*	44.9	44.2	45.4	53.6
Write original works	8.3	11.7	12.5	11.3	14.8
Achieve in a performing art	7.1	11.2	13.0	9.6	12.6
Create artistic work	3.8	10.7	12.7	11.2	11.6
Be very well-off financially	50.0	55.0	45.2	56.1	52.9
Be administratively respon- sible	48.6*	33.9	30.7	33.0	30.1
Help clean up environment	28.8	31.1	30.7	30.8	27.7
Succeed in my own business	33.2*	50.2	30.5	50.2	44.9
Participate in community action	37.2*	30.4	33.9	26.7	28.3
Influence social values	31.4	30.6	25.7	26.9	29.1
Influence political structures	22.3	19.2	13.6	18.3	22.7
Help others in difficulty	65.6	62.2	63.5	56.4	62.1

Survey respondents were asked to indicate the importance to them personally of a number of life-long objectives. A larger proportion of cadets than freshmen at norm institutions consider very important or essential: getting married and raising a family, being an authority in "my" field, keeping abreast of political affairs, being administratively responsible, and participating in community action.

*The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

V. SUMMARY

This comparison of new cadets with other college freshmen reveals a number of characteristics which are similar for both groups, as well as some attributes which differ markedly.

There are several salient aspects of the biographical and socioeconomic characteristics of the USMA Class of 1979. First, minority group representation is greater than for the public university, private university, and highly selective 4-year colleges, while it is lower than the norm for all 4-year colleges.

The educational level of both the cadet's mother and father is higher than all 4-year colleges and highly selective 4-year colleges, approximately equal to the public university norms, and lower than the norms for private universities.

The secondary school grades of USMA cadets are, for the most part, better than those representing the norm groups of other institutions.

In the area of educational aspirations, a larger proportion of new cadets desire a graduate degree than do freshmen in any of the norm groups. The number of cadets interested in professional degrees is greater than in the Class of 1978.

"The good academic reputation of the college" was noted as a reason for selection of USMA by eighty-nine percent of the cadets. This was a higher percentage than given by any of the norm groups for selecting their colleges.

The cadet typically views his role in shaping educational policies as less active than do freshmen nationally. However, even among the cadets, three-fourths view the student as having a proper, substantial voice in helping to evaluate faculty. The long-run or career objectives of cadets reflect their desire to raise a family, to be authorities in their fields, keep up with political affairs, and having administrative responsibility for the work of others. The percentage of entering cadets interested in the professions (medicine, law, divinity) increased from 16% to 18% since last year.

452925

APPENDIX A

PLEASE PRINT: YOUR NAME _____
First Middle or Maiden Last

HOME STREET ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

When were you born?

Month (01-12)	Day (01-31)	Year

1975 STUDENT INFORMATION FORM

DIRECTIONS

Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

- Use only black lead pencil (No. 2 or less).
- Make heavy black marks that fill the circle.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

EXAMPLE:

Will marks made with ball pen or fountain pen be properly read? Yes ☐ No ☒

Dear Student:

The information in this form is being collected as part of a continuing study of higher education conducted jointly by the American Council on Education and the University of California at Los Angeles. Your voluntary participation in this research is being solicited in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program are furnished in research reports available from the Laboratory for Research on Higher Education at UCLA. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.

Sincerely,

Alexander W. Astin

Alexander W. Astin, Director
Cooperative Institutional Research Program

DO NOT MARK IN THIS AREA											
MARK IN THIS AREA ONLY IF DIRECTED										GRP. CODE	

1. Your sex: Male ☐ Female ☐

2. Are you a veteran?

(Mark one) No ☐ Yes ☐

3. How old will you be on December 31 of this year? (Mark one)

- | | |
|-------------------------------------|-----------------------------------|
| 16 or younger <input type="radio"/> | 21 <input type="radio"/> |
| 17 <input type="radio"/> | 22 <input type="radio"/> |
| 18 <input type="radio"/> | 23-25 <input type="radio"/> |
| 19 <input type="radio"/> | 26-29 <input type="radio"/> |
| 20 <input type="radio"/> | 30 or older <input type="radio"/> |

4. In what year did you graduate from high school? (Mark one)

- | | |
|---------------------------------------|--|
| 1975 <input type="radio"/> | Did not graduate but |
| 1974 <input type="radio"/> | passed G.E.D. test <input type="radio"/> |
| 1973 <input type="radio"/> | Never completed |
| 1972 or earlier <input type="radio"/> | high school <input type="radio"/> |

(Note: Please check that your pencil markings are completely darkening the circles. Do not use pen or make /'s or X's. Thank You.)

5. Was your high school program: (Mark one)

- College preparatory? ☐
Other? (For ex., vocational) ☐

6. What was your average grade in high school? (Mark one)

- A or A+ ☐ B+ ☐ B- ☐ C ☐
A- ☐ B ☐ C+ ☐ D ☐

7. How well do you feel that your high school prepared you in the following areas:

(Mark one in each row)

- | | Very Well | Fairly Well | Poorly |
|-----------------------------|-----------------------|-----------------------|-----------------------|
| Mathematical skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reading and composition | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Foreign languages | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Science | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| History, social sciences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Vocational skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Musical and artistic skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Study habits | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. Are you enrolled (or enrolling) as a:

- (Mark one) Full-time student? ☐
Part-time student? ☐

9. Prior to this term, have you ever taken courses for credit at this institution?

- Yes ☐ No ☐

10. Since leaving high school, have you ever taken courses at any other institution?

(Mark all that apply in each column)

- | | For Credit | Not for Credit |
|--|-----------------------|-----------------------|
| No | <input type="radio"/> | <input type="radio"/> |
| Yes, at a junior or cmty. college | <input type="radio"/> | <input type="radio"/> |
| Yes, at a four-year college or university | <input type="radio"/> | <input type="radio"/> |
| Yes, at some other postsecondary school (For ex., technical, vocational, business) | <input type="radio"/> | <input type="radio"/> |

11. How many miles is this college from your parents' home? (Mark one)

- 5 or less ☐ 51-100 ☐
6-10 ☐ 101-500 ☐
11-50 ☐ More than 500 ☐

12. How much financial aid are you receiving from this college for this academic year?

(Write in actual dollar amounts; write "0" if none)

- Grants \$
Loans \$
Work-study \$

13. If you are receiving financial aid from this institution, what is your understanding as to the basis on which your aid was awarded? (Mark one in each row)

- | | Major Reason | Minor Reason | Not a Reason |
|----------------------|-----------------------|-----------------------|-----------------------|
| Financial need | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Academic talent | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Athletic talent | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other special talent | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

14. Is this college your: (Mark one)

- First choice? ☐ Less than second choice? ☐

15. To how many colleges other than this one did you apply for admission this year? (Mark one)

- No other ☐ 1 ☐ 3 ☐ 5 ☐
2 ☐ 4 ☐ 6 or more ☐

Note: If you applied to no other college skip to item 16 on the next page

16. How many other acceptances did you receive this year? (Mark one)

- None ☐ 1 ☐ 3 ☐ 5 ☐
2 ☐ 4 ☐ 6 or more ☐

- 17 a. What were the other colleges to which you applied for admission?
(If you applied to more than three others, name the three that were
most preferred):

Name of Institution

City, State

1. _____
2. _____
3. _____

- b. Were you
accepted
for ad-
mission?

Yes No

..... ☐ ☐

- c. How much financial aid were
you offered for the first year?

(Write in actual dollar amounts;
write "0" if none was offered)

Grants Loans Work-Study

..... \$ \$ \$

..... \$ \$ \$

..... \$ \$ \$

18. How much of your first year's educational ex-
penses (room, board, tuition, and fees)
do you expect to cover from each
of the sources listed below?

(Mark one answer for
each possible source)

Parental, or family aid, or gifts. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Grants or Scholarships:

Basic Educational

Opportunity Grant ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Supplemental Educational

Opportunity Grant ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

College Work-Study grant. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

State scholarship or grant. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Local or private scholarship

or grant ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Loans:

Fed. guaranteed student loan. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Nat'l direct student loan ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Other loan ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Full-time work ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Part-time or summer work

(other than above) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Savings ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Spouse ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Your G.I. benefits ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Your parent's G.I. benefits ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Social secur. dependent's benefits ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Other ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

19. What was your total income last year independ-
ent of your parents? Consider annual income
from all sources before taxes. (Mark one)

None ☐ \$2,000-\$2,999 ☐

Less than \$500 ☐ \$3,000-\$4,999 ☐

\$500-\$999 ☐ \$5,000-\$9,999 ☐

\$1,000-\$1,999 ☐ \$10,000 or more ☐

20. Are you financially independent of your parents
this year? Were you financially independent last
year? Yes No Yes No

This year ☐ Last year ☐

21. Are you: (Mark one)

Not presently married ☐

Married, living with spouse ☐

Married, not living with spouse. ☐

22. Have you taken any of the following tests?

(Mark one for each) Yes No Don't Remember

SAT ☐ ☐ ☐

ACT ☐ ☐ ☐

PSAT (11th grade) ☐ ☐ ☐

23. Below are some reasons that might have
influenced your decision to attend this
particular college. How important was
each reason in your decision to come
here?

(Mark one answer for each possible reason)

(N) Not Important

(S) Somewhat Important

(V) Very Important

My relatives wanted me to come here ☐ ☐ ☐

I wanted to live away from home ☐ ☐ ☐

My teacher advised me ☐ ☐ ☐

This college has a very good

academic reputation. ☐ ☐ ☐

I was offered financial assistance ☐ ☐ ☐

Someone who had been here before

advised me to go. ☐ ☐ ☐

This college offers special

educational programs ☐ ☐ ☐

This college has low tuition. ☐ ☐ ☐

My guidance counselor advised me ☐ ☐ ☐

I wanted to live at home ☐ ☐ ☐

I could not get a job ☐ ☐ ☐

A friend suggested attending. ☐ ☐ ☐

A college representative recruited me ☐ ☐ ☐

It will help me get a better job. ☐ ☐ ☐

24. What is the highest academic
degree that you intend to
obtain?

(Mark one in each column) ▶

None ☐ ☐ ☐

Associate (A.A. or equivalent) ☐ ☐ ☐

Bachelor's degree (B.A., B.S., etc.) ☐ ☐ ☐

Master's degree (M.A., M.S., etc.) ☐ ☐ ☐

Ph.D. or Ed.D. ☐ ☐ ☐

M.D., D.O., D.D.S., or D.V.M. ☐ ☐ ☐

LL.B. or J.D. (Law) ☐ ☐ ☐

B.D. or M.Div. (Divinity). ☐ ☐ ☐

Other ☐ ☐ ☐

25. Where do you plan to live during the fall
term? If you had a choice, where would
you have preferred to live?

(Mark one in each column) ▶ Plan To Live Prefer To Live

With parents or relatives. ☐ ☐

Other private home, apt. or rm. ☐ ☐

College dormitory. ☐ ☐

Fraternity or sorority house ☐ ☐

Other campus student housing. ☐ ☐

Other ☐ ☐

26. Are you: (Mark all that apply)

White/Caucasian ☐

Black/Negro/Afro-American ☐

American Indian ☐

Oriental ☐

Mexican-American/Chicano ☐

Puerto Rican-American. ☐

Other ☐

27. Do you have any concern about your
ability to finance your college educa-
tion? (Mark one)

None (I am confident that I will

have sufficient funds) ☐

Some concern (but I will probably

have enough funds) ☐

Major concern (not sure I will have

enough funds to complete college). ☐

28. How would you characterize your
political views? (Mark one)

Far left ☐

Liberal ☐

Middle-of-the-road. ☐

Conservative ☐

Far right ☐

29. What is your best estimate of your par-
ents' total income last year? Consider
annual income from all sources before
taxes. (Mark one)

Less than \$3,000 ☐ \$15,000-19,999 ☐

\$3,000-3,999 ☐ \$20,000-24,999 ☐

\$4,000-5,999 ☐ \$25,000-29,999 ☐

\$6,000-7,999 ☐ \$30,000-34,999 ☐

\$8,000-9,999 ☐ \$35,000-39,999 ☐

\$10,000-12,499 ☐ \$40,000-49,999 ☐

\$12,500-14,999 ☐ \$50,000 or more ☐

30. What is the highest level of formal
education obtained by your parents?

(Mark one in each column) Father Mother

Grammar school or less ☐ ☐

Some high school ☐ ☐

High school graduate ☐ ☐

Postsecondary school other

than college ☐ ☐

Some college ☐ ☐

College degree ☐ ☐

Some graduate school. ☐ ☐

Graduate degree ☐ ☐

31. What is:

- (M) Your mother's current occupation?
(F) Your father's current occupation?
(Y) Your probable future occupation?

(Mark one in each column. If your father or mother is deceased or retired, please indicate his or her last occupation.)

Accountant or auditor	(Y)	(F)	(M)
Architect or urban planner	(Y)	(F)	(M)
Artist (painting, sculpture, etc.)	(Y)	(F)	(M)
Business: banker or financier	(Y)	(F)	(M)
Business: buyer or purchasing agent	(Y)	(F)	(M)
Business: manager or administrator	(Y)	(F)	(M)
Business: owner or proprietor	(Y)	(F)	(M)
Business: public relations or advertising	(Y)	(F)	(M)
Business: sales worker	(Y)	(F)	(M)
Carpenter	(Y)	(F)	(M)
Clergy or religious worker	(Y)	(F)	(M)
Clerical worker: secretary, stenographer, typist, or bookkeeper	(Y)	(F)	(M)
Clerical worker: other	(Y)	(F)	(M)
Commercial artist, designer, decorator	(Y)	(F)	(M)
Computer programmer or analyst	(Y)	(F)	(M)
Construction craftsman, n.e.c.*	(Y)	(F)	(M)
Counselor: guidance, family or school	(Y)	(F)	(M)
Dentist (including orthodontist)	(Y)	(F)	(M)
Draftsman	(Y)	(F)	(M)
Driver: truck, taxi or bus	(Y)	(F)	(M)
Electrician	(Y)	(F)	(M)
Engineer	(Y)	(F)	(M)
Factory worker, n.e.c.*	(Y)	(F)	(M)
Farm or ranch laborer	(Y)	(F)	(M)
Farm or ranch owner or manager	(Y)	(F)	(M)
Foreman, n.e.c.*	(Y)	(F)	(M)
Forester, conservationist, fish or wildlife specialist	(Y)	(F)	(M)
Government official, administrator or politician	(Y)	(F)	(M)
Home economist or dietitian	(Y)	(F)	(M)
Homemaker (full-time)	(Y)	(F)	(M)
Lawyer or judge	(Y)	(F)	(M)
Librarian or archivist	(Y)	(F)	(M)
Laborer (unskilled or semi-skilled)	(Y)	(F)	(M)
Law enforcement officer	(Y)	(F)	(M)
Mathematician, statistician or actuary	(Y)	(F)	(M)
Mechanic, machinist or repairman	(Y)	(F)	(M)
Military (career)	(Y)	(F)	(M)
Nurse	(Y)	(F)	(M)
Optometrist	(Y)	(F)	(M)
Performing artist, musician or entertainer	(Y)	(F)	(M)
Pharmacist or pharmacologist	(Y)	(F)	(M)
Physician or surgeon	(Y)	(F)	(M)
Plumber	(Y)	(F)	(M)
Psychologist (clinician or therapist only)	(Y)	(F)	(M)
Scientific researcher	(Y)	(F)	(M)
Service worker: private household (maid, cook, etc.)	(Y)	(F)	(M)
Service worker: protective (other than law enforcement)	(Y)	(F)	(M)
Service worker: other	(Y)	(F)	(M)
Skilled tradesman, n.e.c.*	(Y)	(F)	(M)

*Not elsewhere classified

Continued in the next column

Social, welfare or recreation worker	(Y)	(F)	(M)
Teacher, professor or administrator: college, university	(Y)	(F)	(M)
Teacher or administrator: secondary	(Y)	(F)	(M)
Teacher or administrator: elementary	(Y)	(F)	(M)
Teacher or education specialist: other than above	(Y)	(F)	(M)
Technician or technologist (health)	(Y)	(F)	(M)
Technician or technologist (other)	(Y)	(F)	(M)
Therapist (physical, occupational, speech)	(Y)	(F)	(M)
Veterinarian	(Y)	(F)	(M)
Writer, journalist, interpreter	(Y)	(F)	(M)
Other occupation, n.e.c.*	(Y)	(F)	(M)
Unemployed	(Y)	(F)	(M)
Undecided	(Y)	(F)	(M)

*Not elsewhere classified

MAKE SURE YOU HAVE ANSWERED ITEM 32

33. Mark one in each row:

The Federal government is not doing enough to control environmental pollution.	(4)	(3)	(2)	(1)
The Federal government is not doing enough to protect the consumer from faulty goods and services.	(4)	(3)	(2)	(1)
State and Fed. governments should provide more money for private colleges and universities	(4)	(3)	(2)	(1)
The Federal government should help college students with more grants instead of loans	(4)	(3)	(2)	(1)
There is too much concern in the courts for the rights of criminals	(4)	(3)	(2)	(1)
People should not obey laws which violate their personal values.	(4)	(3)	(2)	(1)
As long as they work hard, people should be paid equally regardless of ability or quality of work	(4)	(3)	(2)	(1)
The activities of married women are best confined to the home and family	(4)	(3)	(2)	(1)
A couple should live together for some time before deciding to get married	(4)	(3)	(2)	(1)
Parents should be discouraged from having large families	(4)	(3)	(2)	(1)
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	(4)	(3)	(2)	(1)
Women should receive the same salary and opportunities for advancement as men in comparable positions	(4)	(3)	(2)	(1)
Wealthy people should pay a larger share of taxes than they do now	(4)	(3)	(2)	(1)
Marijuana should be legalized	(4)	(3)	(2)	(1)
Large political campaign contributions from wealthy individuals should be outlawed	(4)	(3)	(2)	(1)
Realistically, an individual can do little to bring about changes in our society	(4)	(3)	(2)	(1)
Compared to most older people in their forties and fifties, young people these days are more idealistic	(4)	(3)	(2)	(1)
Young people these days understand more about sex than most older people	(4)	(3)	(2)	(1)
College officials have the right to regulate student behavior off campus	(4)	(3)	(2)	(1)
Faculty promotions should be based in part on student evaluations	(4)	(3)	(2)	(1)
College grades should be abolished	(4)	(3)	(2)	(1)
Colleges would be improved if organized sports were de-emphasized	(4)	(3)	(2)	(1)
Student publications should be cleared by college officials	(4)	(3)	(2)	(1)
College officials have the right to ban persons with extreme views from speaking on campus	(4)	(3)	(2)	(1)
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	(4)	(3)	(2)	(1)
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges	(4)	(3)	(2)	(1)
Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students	(4)	(3)	(2)	(1)
The federal government should do more to discourage energy consumption	(4)	(3)	(2)	(1)
Students have the right to demonstrate to prohibit speakers from coming to campus	(4)	(3)	(2)	(1)

32. Current religious preference:

(Mark one in each column)

Baptist	(Y)	(F)	(M)
Congregational (U.C.C.)	(Y)	(F)	(M)
Eastern Orthodox	(Y)	(F)	(M)
Episcopal	(Y)	(F)	(M)
Jewish	(Y)	(F)	(M)
Latter Day Saints (Mormon)	(Y)	(F)	(M)
Lutheran	(Y)	(F)	(M)
Methodist	(Y)	(F)	(M)
Muslim	(Y)	(F)	(M)
Presbyterian	(Y)	(F)	(M)
Quaker (Society of Friends)	(Y)	(F)	(M)
Roman Catholic	(Y)	(F)	(M)
Seventh Day Adventist	(Y)	(F)	(M)
Unitarian-Universalist	(Y)	(F)	(M)
Other Protestant	(Y)	(F)	(M)
Other Religion	(Y)	(F)	(M)
None	(Y)	(F)	(M)

1 Disagree Strongly
2 Disagree Somewhat
3 Agree Somewhat
4 Agree Strongly

34. Below is a list of different undergraduate major fields grouped into general categories. Mark only one circle to indicate your probable field of study.

ARTS AND HUMANITIES

- Art, fine and applied ☐
 English (language and literature) ☐
 History ☐
 Journalism ☐
 Language and Literature (except English) ☐
 Music ☐
 Philosophy ☐
 Speech and Drama ☐
 Theology or Religion ☐
 Other Arts and Humanities ☐

BIOLOGICAL SCIENCE

- Biology (general) ☐
 Biochemistry or Biophysics ☐
 Botany ☐
 Marine (Life) Science ☐
 Microbiology or Bacteriology ☐
 Zoology ☐
 Other Biological Science ☐

BUSINESS

- Accounting ☐
 Business Admin. (general) ☐
 Finance ☐
 Marketing ☐
 Management ☐
 Secretarial Studies ☐
 Other Business ☐

EDUCATION

- Business Education ☐
 Elementary Education ☐
 Music or Art Education ☐
 Physical Education or Recreation ☐
 Secondary Education ☐
 Special Education ☐
 Other Education ☐

ENGINEERING

- Aeronautical or Astronautical Eng. ☐
 Civil Engineering ☐
 Chemical Engineering ☐
 Electrical or Electronic Engineering ☐
 Industrial Engineering ☐
 Mechanical Engineering ☐
 Other Engineering ☐

PHYSICAL SCIENCE

- Astronomy ☐
 Atmospheric Science (incl. Meteorology) ☐
 Chemistry ☐
 Earth Science ☐
 Marine Science (incl. Oceanography) ☐
 Mathematics ☐
 Physics ☐
 Statistics ☐
 Other Physical Science ☐

PROFESSIONAL

- Architecture or Urban Planning ☐
 Home Economics ☐
 Health Technology (medical, dental, laboratory) ☐
 Library or Archival Science ☐
 Nursing ☐
 Pharmacy ☐
 Therapy (occupational, physical, speech) ☐
 Other Professional ☐

SOCIAL SCIENCE

- Anthropology ☐
 Economics ☐
 Geography ☐
 Political Science (govt., international relations) ☐
 Psychology ☐
 Social Work ☐
 Sociology ☐
 Other Social Science ☐

TECHNICAL

- Building Trades ☐
 Data Processing or Computer Programming ☐
 Drafting or Design ☐
 Electronics ☐
 Mechanics ☐
 Other Technical ☐

OTHER FIELDS

- Agriculture ☐
 Communications (radio, T.V., etc.) ☐
 Computer Science ☐
 Forestry ☐
 Law Enforcement ☐
 Military Science ☐
 Other Field ☐
 Undecided ☐

35. Indicate the importance to you personally of each of the following: (Mark one for each item)

☐ N Not Important
☐ S Somewhat Important
☐ V Very Important
☐ E Essential

- Becoming accomplished in one of the performing arts (acting, dancing, etc.) ☐ E ☐ V ☐ S ☐ N
 Becoming an authority in my field ☐ E ☐ V ☐ S ☐ N
 Obtaining recognition from my colleagues for contributions to my special field ☐ E ☐ V ☐ S ☐ N
 Influencing the political structure ☐ E ☐ V ☐ S ☐ N
 Influencing social values ☐ E ☐ V ☐ S ☐ N
 Raising a family ☐ E ☐ V ☐ S ☐ N
 Having administrative responsibility for the work of others ☐ E ☐ V ☐ S ☐ N
 Being very well off financially ☐ E ☐ V ☐ S ☐ N
 Helping others who are in difficulty ☐ E ☐ V ☐ S ☐ N
 Making a theoretical contribution to science ☐ E ☐ V ☐ S ☐ N
 Writing original works (poems, novels, short stories, etc.) ☐ E ☐ V ☐ S ☐ N
 Creating artistic work (painting, sculpture, decorating, etc.) ☐ E ☐ V ☐ S ☐ N
 Being successful in a business of my own ☐ E ☐ V ☐ S ☐ N
 Becoming involved in programs to clean up the environment ☐ E ☐ V ☐ S ☐ N
 Developing a meaningful philosophy of life ☐ E ☐ V ☐ S ☐ N
 Participating in a community action program ☐ E ☐ V ☐ S ☐ N
 Keeping up to date with political affairs ☐ E ☐ V ☐ S ☐ N

36. What is your best guess as to the chances that you will:

☐ N No Chance
☐ L Very Little Chance
☐ S Some Chance
☐ V Very Good Chance

- (Mark one for each item)
- Change major field? ☐ V ☐ S ☐ L ☐ N
 Change career choice? ☐ V ☐ S ☐ L ☐ N
 Fail one or more courses? ☐ V ☐ S ☐ L ☐ N
 Graduate with honors? ☐ V ☐ S ☐ L ☐ N
 Be elected to a student office? ☐ V ☐ S ☐ L ☐ N
 Join a social fraternity, sorority, or club? ☐ V ☐ S ☐ L ☐ N
 Live in a coeducational dorm? ☐ V ☐ S ☐ L ☐ N
 Live in a commune while in college? ☐ V ☐ S ☐ L ☐ N
 Be elected to an academic honor society? ☐ V ☐ S ☐ L ☐ N
 Make at least a "B" average? ☐ V ☐ S ☐ L ☐ N
 Need extra time to complete your degree requirements? ☐ V ☐ S ☐ L ☐ N
 Need tutoring in some courses ☐ V ☐ S ☐ L ☐ N
 Have to work at an outside job during college? ☐ V ☐ S ☐ L ☐ N
 Seek vocational counseling? ☐ V ☐ S ☐ L ☐ N
 Seek individual counseling on personal problems? ☐ V ☐ S ☐ L ☐ N
 Get a bachelor's degree (B.A., B.S., etc.)? ☐ V ☐ S ☐ L ☐ N
 Drop out of this college temporarily (exclude transferring)? ☐ V ☐ S ☐ L ☐ N
 Drop out permanently (exclude transferring)? ☐ V ☐ S ☐ L ☐ N
 Transfer to another college before graduating? ☐ V ☐ S ☐ L ☐ N
 Be satisfied with your college? ☐ V ☐ S ☐ L ☐ N
 Find a job after graduation in the field for which you were trained? ☐ V ☐ S ☐ L ☐ N
 Get married while in college? (skip if married) ☐ V ☐ S ☐ L ☐ N
 Get married within a year after college? (skip if married) ☐ V ☐ S ☐ L ☐ N

The Laboratory for Research on Higher Education at UCLA actively encourages the colleges that participate in this survey to conduct local studies of their student bodies. If these studies involve collecting follow-up data, it is necessary for the institution to know the students' ID numbers so that follow-up data can be linked with the data from this survey. If your college asks for a tape copy of the data and signs an agreement to use it only for research purposes, do we have your permission to include your ID number in such a tape? Yes ☐ No ☐

37. ☐ A ☐ B ☐ C ☐ D ☐ E The remaining circles are provided for items specifically designed by your college, rather than by the Laboratory for Research on Higher Education. If your college has chosen to use the circles, observe carefully the supplemental directions given you.
38. ☐ A ☐ B ☐ C ☐ D ☐ E
39. ☐ A ☐ B ☐ C ☐ D ☐ E
40. ☐ A ☐ B ☐ C ☐ D ☐ E
41. ☐ A ☐ B ☐ C ☐ D ☐ E
42. ☐ A ☐ B ☐ C ☐ D ☐ E
43. ☐ A ☐ B ☐ C ☐ D ☐ E
44. ☐ A ☐ B ☐ C ☐ D ☐ E
45. ☐ A ☐ B ☐ C ☐ D ☐ E
46. ☐ A ☐ B ☐ C ☐ D ☐ E

THANK YOU!

APPENDIX B

LIST OF COLLEGES INCLUDED IN ACE NORM GROUPS:

All Four Year Colleges

Four Year Colleges, Public, High Selectivity

Public Universities

Private Universities

FOUR YEAR COLLEGES (240)

Adrian College
Alabama A&M College
Albertus Magnus College
Allegheny College
Allentown College
Amherst College
Appalachian State University
Aquinas College (MI)
Arkansas College
Augustana College (IL)
Augustana College (SD)
Austin College
Austin Peay State University
Averett College
Baptist Bible Seminary
Bates College
Beaver College
Belmont Abbey College
Bennington College
Berea College
Bethany Nazarene College
Birmingham-Southern College
Blackburn College
Bloomfield College
Bowdoin College
Bradford College
Bryan College
Bryn Mawr College
Buena Vista College
Cal. St. College-Bakersfield
Cal. St. College-Chico
Calvin College
Cardinal Stritch College
Carleton College
Carroll College
Carson Newman College
Cedar Crest College
Central Methodist College
Centre College of Kentucky
Chatham College
Chicago State College
Claremont Men's College
Clark College
Clarke College
Colgate University
Coker College
College Misericordia
College of Mt. St. Joseph
College of Mt. St. Vincent
College of New Rochelle
College of St. Benedict
College of St. Catherine
College of St. Francis
College of Wooster
Colorado Women's College
Connecticut College
Cornell College
CUNY-John Jay College

D'Youville College
Dartmouth College
Davidson College
Davis and Elkins College
Del. Val. College of Sci. & Agr.
Depauw University
Dickinson College
Dillard University
Dominican College of Blauvelt
Dyke College
Earlham College
Eastern Mennonite College
Eisenhower College
Elizabethtown College
Emory and Henry College
Fairfield University
Fairleigh Dickinson University
Fisk University
Florida A&M University
Florida Presbyterian College
Franklin and Marshall College
Freed Hardeman College
General Motors Institute
George Williams College
Gettysburg College
Gustavus Adolphus College
Givynedd-Mercy College
Hamilton College
Hamline University
Hampden-Sydney College
Harding College
Harvey Mudd College
Hollins College
Huntington College
Huron College
Indiana Inst. of Technology
Iowa Wesleyan College
Johnson C. Smith University
Kansas City Art Institute
Kirkland College
Lafayette College
Lake Erie College
Lake Forest College
Lander College
Lebanon Valley College
LeMoyne College
Lenoir-Rhyne College
Lewis and Clark College
Lindenwood College
Livingstone College
Longwood College
Loretto Heights College
MacMurray College
Manchester College
Manhattanville College
Marian College of Fond du Lac
Marietta College
Marlboro College

FOUR YEAR COLLEGES (Continued)

Mars Hill College	Skidmore College
Mary Grove College	Southern State College
Marymount Manhattan College	Southwestern College
Marywood College	Southwestern University
McKendree College	Spelman College
McPherson College	Spring Hill College
Mid-American Nazarene College	Stephens College
Milligan College	Stevens Institute of Technology
Missouri Valley College	Stockton State College
Monmouth College	SUNY at Brockport
Mount Holyoke College	SUNY at Geneseo
Mount Mercy College	SUNY at Old Westbury
Mount St. Mary's College (MD)	SUNY at Potsdam
Mount St. Mary College (NY)	Swarthmore College
Mount Union College	Sweet Briar College
Mundelein College	The Benedictine College
Muskingum College	Trinity College
Nazareth College	Trinity University
Newark College of Engineering	Union College
Northeast Missouri State University	U.S. Air Force Academy
Northwestern University	U.S. Coast Guard Academy
Oakland University	U.S. Merchant Marine Academy
Occidental College	U.S. Military Academy
Ohio Dominican College	U.S. Naval Academy
Ohio Technical College	University of Maryland (Baltimore Co.)
Ohio Wesleyan University	University of Michigan (Flint)
Oral Roberts University	University of Missouri (Rolla)
Otterbein College	Universtiy of N.C. (Charlotte)
Pacific Union College	Universtiy of Redlands
Pacific University	Universtiy of San Diego
Parks College of St. Louis	University of Scranton
Pepperdine College	Univerity of Wisconsin (Parkside)
Philadelphia College of Pharmacy & Science	Valparaiso University
Polytechnic Institute of N.Y.	Vassar College
Queens College	Virginia Military Institute
Randolph Macon College	Virginia State College
Reed College	Virginia Union University
Regis College	Viterbo College
Rhode Island College	Walsh College
Rider College	Washington and Lee University
Rockford College	Webb Institute of Naval Architecture
Rockhurst College	Webster College
Rosary College	Wellesley College
Rosemont College	Wesleyan University (CT)
Russell Sage College	West Virginia Wesleyan College
St. Andrews Presbyterian College	Western Carolina University
St. John's University (MN)	Westmar College
St. Joseph College	Westminster College
St. Mary College (KS)	Wheaton College
St. Mary of the Plains College	Wheeling College
St. Mary's College of California	Whitman College
St. Mary's College (IN)	Whittier College
St. Mary's College of Maryland	Widener College
St. Mary's Dominican College	Willamette University
St. Meinrad College	Williams College
St. Norbet College	Winston-Salem State College
Sacred Heart University	Winthrop College
Scripps College	Wisconsin State University (La Crosse)
Shippensburg State College	Wittenberg University
Simmons College	Wofford College
Simon's Rock	Worcester Polytechnic Institute
Sioux Falls College	Xavier University

4 YEAR COLLEGES, PUBLIC (HIGH SELECTIVITY) (9)

Newark College of Engineering
SUNY at Geneseo,
SUNY at Potsdam
U.S. Air Force Academy
U.S. Coast Guard Academy

U.S. Merchant Marine Academy
U.S. Military Academy
U.S. Naval Academy
University of Missouri (Rolla)

PUBLIC UNIVERSITIES (21)

Bowling Green State University
Iowa State University of Science
and Technology
Miami University (Oxford)
Montana State University
Northern Illinois University
Ohio State University
University of Alabama (Huntsville)
University of California (Berkeley)
University of California (Los Angeles)
University of California (Santa Cruz)

University of Colorado (Denver)
University of Delaware
University of Michigan
University of Missouri (St. Louis)
University of New Hampshire
University of South Carolina
University of Tennessee (Knoxville)
University of Virginia (Charlottesville)
University of Wisconsin (Milwaukee)
Virginia Polytechnic Institute
West Virginia University

PRIVATE UNIVERSITIES (22)

American University
Baylor University
Bradley University
Brandeis University
California Institute of Technology
Carnegie-Mellon University
Cornell University
Duke University
Emory University
Hofstra University
Johns Hopkins University

Loyola University (Illinois)
Marquette University
Northwestern University
Princeton University
Rensselaer Polytechnic Institute
Southern Methodist University
St. Louis University
Texas Christian University
University of Miami (FL)
University of Notre Dame
University of Rochester

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This report compares new cadets at USMA in the Class of 1979 with other entering freshmen at institutions in the following norm groups: all 4-year colleges, highly selective 4-year colleges, private universities, and public universities. The American Council on Education's survey, which is the basis for this report, investigates data on secondary school and socioeconomic backgrounds, values, interests, and activity patterns.		

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